

# 2022 Annual Report

## Smiths Hill High School



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# Introduction

The Annual Report for 2022 is provided to the community of Smiths Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

In our compassionate and caring school community, we value a love of learning and achieving personal best. We endeavour to offer a broad range of experiences in diverse and harmonious environments that challenge and engage students. To enhance literacy and numeracy skills and deepen understanding, we use explicit and differentiated learning strategies. We are committed to high expectations, excellence and integrity for all of our students and staff, underpinned by mutual respect, inclusivity and a desire to continuously learn and improve each year.

## School context

Smith's Hill High School is an academically selective school situated in central Wollongong. It has an enrolment of 734 students drawn from a broad geographical area. Students with a language background other than English make up 34% of the student population with Indigenous students making up 1%.

Smith's Hill HS supports every student to achieve their educational potential, through talent development opportunities, and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

The school fosters a safe, nurturing and harmonious environment where diversity is embraced and celebrated; where students experience a flexible, challenging and relevant learning environment. This includes facilitating social justice clubs and the development of student attitudes and values which promote endeavour, respect, integrity, compassion, harmony, self-regulation, citizenship and leadership.

Smith's Hill High School has dedicated and passionate staff, caring and engaged parents and motivated students with a genuine love of learning. The school's curriculum provides a broad range of subject choices and extracurricular opportunities in all stages and a variety of learning pathways. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This professional learning will ensure that student growth and attainment, and both literacy and numeracy levels can be enhanced through improved use of data, to support differentiated learning.

Our school regularly welcomes and addresses feedback on school performance from its broader school community. Through collaborative leadership, the school is committed to improvement and change becoming a collective rather than an individual responsibility. Our School Council, SRC and P&C bodies are active and effective in collaborative decision making with the learning community including students, parents and staff. We are committed to connecting with community and have fostered strong partnerships with universities, charity and community groups, and our sister schools across the world.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with the whole school community and endorsed by the School Council.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To ensure students grow in their learning through explicit, consistent and research-informed teaching.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- HSC attainment
- NAPLAN

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$83,000.00

**Integration funding support:** \$6,809.00

### Summary of progress

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As a whole school, Smith's Hill High School put in place strategies and procedures to enhance student growth and attainment in the long term. Each faculty area collaboratively developed and/or reflected on their continuum of skills, knowledge and understanding through years 7 to 12 syllabuses. Analysis of programs and lesson content has enabled the mapping of critical skills that will be utilised in senior schooling years. Moreover, faculties are undergoing professional learning in a variety of subject based contextual needs that has led to the further development of strategies that will improve teaching and learning outcomes. This process is of course differentiated across the school with varying degrees of successful implementation.

Faculties across Smith's Hill High School collaboratively analysed external and internal data reflectively in order to adapt and improve practice that would result in student growth and attainment. In the English faculty, the backward mapping of scope and sequence/programs continued throughout 2022 and focus areas have been identified. Differentiation, personal voice and evaluating how context shapes meaning are to form the basis of reviewing Stage 4 & 5 programs. Reflection and Evaluation documents were also being used as a collaborative place for reflecting on teaching practice and sharing of resources. Collated information will inform program modification for 2023 and assist in the redesigning of programs for the new syllabus that is to commence in 2024. Throughout the second part of the year, the English Faculty had a focus on implementing HSC High Leveraging Strategies in Stage 6 courses. A systematic approach has been taken where a specific strategy has been targeted over the course of 2-3 weeks. It is introduced via the English Faculty weekly newsletter, discussed at the next faculty meeting with explicit teaching strategies presented. The aim is to foster a collaborative approach whereby a common language is used in relation to what works best in the Stage 6 classroom. A collaborative document has also been created as a central repository of High Leverage Strategies. The English Faculty have responded well to this initiative with the aim for Stage 6 teacher to continue to collaborate in sharing 'best practice' in 2023 along with more of the English Faculty attending the High Leverage Strategies professional learning. In line with the faculty goal of developing more differentiation opportunities in the English curriculum, the faculty have begun to adopt Tomlinson et al. (2019) Product-Process-Environment method for differentiating instruction. Differentiating by product was facilitated by looking at the Textual Processes that undergird the English Syllabus to identify essential skills that transcend text type, content, literary period and style. This process is ongoing, but there are some pleasing signs of increased engagement from students undertaking study of this unit.

In the HSIE Faculty, data was analysed through RAP (HSC data 2022) by each individual HSC Teacher. Upon reflection, not all faculty targets were met for a variety of reasons. Targets were too lofty, student engagement/ability not meeting target standard e.g. logical, consistent, factual essay writing/skills still required attention. Processes which have begun to be implemented in 2022 (effective collaboration / discussion) include the sharing of resources between staff teaching subjects, increasing dialogue between staff regarding content, strategies and engagement. Ancient History, Business studies, Economics and Legal Studies were well above state medium for 2022. Economics secured a 7th in state and overall students who performed well in the examination did so above expectations, attributed to the continued diligence of teachers and consistent efforts to program/extend/differentiate pedagogy for SHHS students. Legal/Modern (Yr 11) High Level Strategy Professional Learning was undertaken focusing on questioning, essay writing and strategies to align effective pedagogy to engage, differentiating material to students for them to 'jump on board' in their learning. It was a return to 'basics' in senior classes where staff refined their teaching strategies which were implemented in their lessons. Junior classes, e.g. Geography and History - registration/programs demonstrated evidence of differentiating material for the diverse learning ability of students to engage them. There has been increasing collaboration between some staff on programming and resourcing of activities, reviewing student's IEP's and discussions with teachers who have previously taught students for their insights on how best to engage and challenge students.

In Mathematics, faculty members collaborated in their subject groups of Standard, Advanced and Mathematics Extension 1. Each group analysed their class through Item Analysis section to discuss and compare their classes results on each question of the HSC examinations. If there were any significant differences, teachers discussed and shared their teaching techniques on the relevant topic. In 2021, approximately one third of students reported participating in group activity in class. From student survey data groupwork continued to be popular amongst students with 93% of students saying that it improved their understanding of content. Encouraging this practice in 2023 will be a teaching and learning focus.

The Science continued to strengthen their reflective practice through the use of HSC data accessed through NESAP and DoE SCOUT. Each subject group analysed trends over time in relation to the gap from the state average and to the selective schools group averages, in the context of the school goals and the z-scores from other subject groups. This informed strengths and opportunities for focused improvements. The analysis extended to looking per module and per question, identifying the areas that could be further developed. Each course identified 3 specific areas of success and 3 areas for targeted growth. This informed modifications to time spent, resources used and how the foundations for these skills are unpacked and backward mapped through stages 4 and 5. In preparation for 2023, the new draft syllabus was investigated and mapped against the existing teaching programs to ensure modifications and improvements align with planned curriculum reform.

The Small Faculties team worked collaboratively on their HSC analysis practice. After extensive analysis of the 2022 HSC RAP data of 2022, PDHPE, Visual Arts and Music faculties formulated a backward mapping process which aligned with the Stage 6 and Stage 4 and 5 syllabuses. Further collaboration and finalisation of this process will still be refined in 2023. Music continued to work on composition and implementing the recording studio/apps/technology into teaching and learning activities. PDHPE further analysed student HSC data and student ability to interpret verbs and graphs. Music (recording composition studio), teachers finalised the setup of the recording studio and completed professional learning with Logitech. Teachers created class tasks. The music team worked on both teacher and student collaboration when creating tasks. Visual Arts continued to implement specific feedback into Stage 6 programs and lessons. PDHPE continued to complete activities across all junior classes where students analysed graphs and data and determined the impact when health initiatives have been put in place. PDHPE and Music attended professional learning on High Leverage strategies and begun to analyse and extend on current strategies being used in programs. Visual Arts, Music and PDHPE utilised faculty time to work on addressing and analysing meaning in their specific subject areas. "A Learning and Response Matrix" was used to compile teaching and learning scaffolds and strategies to teach students to write in a succinct, clear and logical manner while addressing the key verb in the question, including the writing of a formative writing task in each year group in PDHPE.

Staff teaching Stage 6 TAS courses engaged in external data including RAP data analysis to identify areas of high academic student achievement and areas requiring review of student performance and/or teacher content delivery methodology. Stage 6 TAS teaching staff analysed Trial 2022 examination results and provided explicit individualised student feedback for areas of positive achievement and areas for growth and development prior to the HSC examination. The TAS philosophy of building a sequential stage based, skills acquisition pedagogy continued to flourish at SHHS. Students reflected positively through informal surveys that they feel better equipped with the skills and knowledge delivered in Stage 5 leading into Stage 6. Again, in consultation with 2022 Year 11 and Year 12 TAS students, the use of 'Period 5 exam question focus time' continued into 2022 as Year 12 students identified that this helped them feel less anxious and better prepared for the HSC examination - reducing some anxiety about the HSC and enabling regular informal assessment and feedback for all students. Through forums including faculty meetings, professional learning sessions in HPGE, Microsoft TEAMS, Moodle platform and Google Classroom operations, staff were empowered to effectively share, modify and refine teaching and learning tasks to ignite a passion for learning in their individual courses. Staff engaged positively in sharing strategies around 'what works best' for students with IEPs including extensive scaffolding and re-engineering of tasks to meet individual student needs. This process fostered a positive learning environment between teacher and student while exploring the realms of real identified differentiation. Upgrades occurred to the TAS classroom physical environment in terms of both additional digital projection connectivity, a 'break out space' shared between TAS, Art and PDHPE, replacement whiteboards to all workshops in J block and an additional laser printer continued to benefit student learning opportunities in TAS in 2022 with a notable increase in the final product quality of student projects.

The Languages faculty attended the Selective Schools Language professional learning at North Sydney Boys High School. As a result, they collaboratively developed activities which were implemented into programs across Stage 4-6. Through collaboration, refinement of current teaching resources took place, new activities were included in teaching and differentiation of learning continued to develop. Teachers developed their awareness of the needs of students with IEP's and regularly made adjustments. Collaboration occurred both at Faculty Meetings and during planned professional learning time throughout the year. Registration of programs demonstrated adjustments, and collaborative sharing of what works best continued.

NAPLAN and ACER data were analysed to identify students of need. 105 students received numeracy support in 2023, all students showed growth in their skills or maintained the level they were at. This was evidence of the success of the program in supporting students numeracy. To extend this success model further, student data from NAPLAN and ACER will be used to identify students for targeted numeracy support in 2023, with a program similar to Enriched literacy being developed by head teachers Teaching and Learning and Wellbeing, and Numeracy support teacher. The literacy

enrichment program commenced in 2022. This program saw growth in all 36 students involved in the target areas of reading and inference. From the ACER/NAPLAN data analysed and the Enrich Literacy Program in 2022 not only saw growth in those targeted students but provided supporting staff involved in the program professional learning opportunities. The Student Engagement teacher and English teacher researched, developed and delivered tailored lessons to the cluster groups. From here, due to the success of the targeted programs, Enrich literacy and the Numeracy Support program will further develop in 2023. Included in this development is a resource hub for Literacy and Numeracy that targets teaching strategies and shared with faculties.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>HSC attainment</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of HSC course results in top two bands to the lower bound target 74.9% or above.</li> </ul>	Students achieving the top two bands of the HSC were somewhat lower in 2022 with only 62.18% in these bands. There were 128 top Band 6s and 283 Band 5s.
The percentage of HSC course results in top three bands is 85% or higher.	In 2022, 88.96% of students achieved in the top three bands of the HSC.
<b>NAPLAN Top 2 Bands</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top 2 bands in reading to the lower bound target of 88.3 % or above.</li> </ul>	There was a combined 93.1% in the top two Bands for Reading for Year 7 and Year 9. With 96.64% in Year 7 and 89.74% were in Year 9.
<ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top 2 bands in numeracy to the lower bound target of 90 % or above.</li> </ul>	There was a combined 93.8% of students in the top two Bands for Numeracy in Years 7 and 9. With 98.23% were in Year 7 and 89.29% were in Year 9.
Expected Growth in NAPLAN reading unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored and reported using internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Expected Growth in NAPLAN Numeracy unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored and reported using internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Student wellbeing

### Purpose

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To nurture supportive, respectful and caring relationships across the community fostering connectedness and building the capacity of students to enhance their wellbeing and self-worth for sustainable lifelong success.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Students

### Resources allocated to this strategic direction

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### Summary of progress

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Student Wellbeing is a significant focus area across the school. Regular review of data and the wellbeing practices of staff facilitates improvement throughout the year. The Wellbeing and Learning Support Hub grew through 2022, which enabled greater access and support for all students. Numbers of students utilising the facility and growing staff increased from the previous year. This environment was enhanced during 2022 and now is its own working faculty space.

Staff continued to be regularly informed about students' wellbeing through communication from staff meetings, email updates and Sentral entries. Individual faculties implemented elements of the Strategic Improvement Plan through Faculty Excellence Plans. The English staff worked closely with the Learning Hub to ensure that the wellbeing needs of students with plans were met. Differentiation occurred more frequently to ensure all students were able to access content/skills being covered. Scaffolding of assessment tasks and class material provided more guidance and alleviated stress with these approaches being communicated to the Learning Hub.

The HSIE faculty worked collaboratively with Learning support, following up on students who had been identified or students whom the HSIE staff identified as requiring extra support. Information was communicated between staff members, especially when students exhibited anxiety. Faculty based systems such as the issuing of task notifications/marketing criteria and double marking of tasks continued to be a work in progress. Delivery of assessment tasks notifications required robust follow up, review and ensuring that tasks met assessment schedules.

The Languages staff had smaller classes which allowed them to be even more aware and responsive to the wellbeing needs of students in their classes. Staff regularly reviewed the Students of Note page to identify students in their own class with extra needs. Referrals for students of concern were directed to the appropriate staff and regular communication was made with staff in the learning hub regarding students accessing time out to find ways in which teachers could better support the students with their target language skills as only the classroom teacher is able to do. Where necessary the Languages staff worked with the Learning and Support teacher to make amendments to assessments to ensure the students were able to be successful. The Languages accessed professional learning on supporting students with mental health needs and this will be an area for continued focus for the Language 2023 plan to assist staff to better support students in need.

The complexity of assessment tasks in Stage 6 Science is a delicate balance of fair and rigorous tasks that are also equitable and manageable for students and the school. Building on a strong collaboration with wellbeing support staff to best support students in a range of task types, the structures, the support (both in class and in task) and the communication was been applied in 2022 to all students through universal design best practices. The pursuit of accurate and reliable marking across large cohorts has been informed by explicit high quality criteria that seek to minimise subjectivity. Students engaged in a student driven scientific investigation, that was given significant classroom learning time, scaffolding and support across long working periods (3 months from issuing to submission). All junior years has an end of year examination to help develop an affinity for longitudinal preparation of understanding and introduce safe exposure to the stresses and anxiety associated with examinations. These opportunities gave students exposure to disability provisions in examinations before the pressure of senior studies. High engagement in Stage 6 courses is evidence of strong relationships founded on mutual respect, minimal use of time out cards and discipline issues in class was additional evidence of the fostering of strong respectful learning collaborations. The majority of Science staff engaged in extracurricular activities, groups or clubs that deepen the students sense of belonging and connection.

Visual Arts, Music and PDHPE examined the uptake of extracurricular programs being run by the faculties. This data will drive improvement in practice in 2023. Staff worked with Learning Support to assist in the support of identified NCCD



students. TAS teachers regularly referred to the list of Students of Concern/Wellbeing Roundup, emails regarding IEPs, Disability Provisions, Time Out Cards and Executive meeting minutes for information on student wellbeing and processes to support them at school. To lessen the negative impact around examination anxiety, the TAS faculty took the approach (based on student feedback) of using period 5 lessons in Year 11 and Year 12 to specifically target HSC examination readiness in each course. Students accessed formal time to practise and receive feedback on responding to HSC examination style questions and develop a glossary of course specific terms. Furthermore, specific scaffolds and strategies were demonstrated and implemented for students to use. Alternative assessment methodologies were designed and implemented in some Stage 4 courses such as interviews to help alleviate assessment anxiety. TAS staff coordinated an extensive range of extracurricular activities for students throughout 2022. These included SHHS alumni - Erica Haines class presentation (HSC DAT SHAPE nominee 2020), Engineers Without Borders (UTS - Lincoln Tut), FLL - Lego and FTC Robotics Teams competitions, CAT and ICAS digital challenges, mountain biking competition in Nowra. Each of these opportunities are underpinned by a positive psychology mindset and fostered positive relationships with students outside the normal classroom environment. The TAS faculty organised an ex-student, Elle Trudgell who graduated from SHHS in 2008 and became a software developer at Amazon in Seattle, to speak to interested students about software development and provided additional support during lunch and recess for students in the textiles room, labs, and workshop.

A strong focus in the Mathematics faculty was low stakes testing, which involved the frequent use of evaluation instruments that have little impact on a student's course grade. This allowed students be given the opportunity to try, make mistakes, and to learn from those mistakes with little or no penalty. This method was brought in across all classes in an attempt to reduce identified anxiety amongst students. Students were given regular (daily, weekly, fortnightly) quizzes across most classes. Both subject specific and mixed quizzes were given based on teacher observation of student work and / or questions asked by students. Students were surveyed using the exact survey from 2021 to determine if there has been any improvement on the previous year's results. In 2021, approximately 80% of students reporting that they felt at least some level of Mathematics anxiety, whilst in 2022, approximately 84% of students reported as such. It was difficult to determine the reasons for this increase, however, it may be due to an increased understanding of what Mathematics anxiety is. In 2022, there was a 10% increase to 82% of students that felt low impact testing was having some positive impact on their Mathematics anxiety. In 2022 63.5% (an increase of 8%) of students indicated they would like to see Low Stakes testing continue. The Mathematics faculty will continue this methodology into 2023.

In 2022 Tell Them from Me data showed that students in Year 7 felt a strong sense of belonging and connection to school. These two measures were listed in the top 20 schools in NSW. SHHS was the only selective high school represented in this group. Overall, staff across the school have worked hard on reducing assessment anxiety through improvement of task design and notification implementation.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> Uplift in the percentage of students attending school 90% of the time to be above the 2021 attendance rate.	Overall the attendance rate for all students is 89.6%. Students attending at least 90% of the time are at 58%. This represents a downturn from the 2021 data.
<b>Wellbeing</b> Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 level.	In a year of disrupted student learning due to many COVID cases and absences, our Tell Them From Me student wellbeing results were at our lower bound target of 94% ( up from 92% in 2021). Advocacy at school, our weakest domain, is an area that we have identified for reflection and further analysis to ensure students are provided with encouragement and have a staff member who they can turn to for advice.
SEF assessment indicates improvement in SEF theme Student Engagement (learning, assessment) from sustaining and growing (S&G) to excelling.	2022 SEF assessment indicates improvement in SEF theme Student Engagement (learning, assessment). Students in Year 7 in particular rank amongst the best in NSW for engagement. Based on collated evidence, our SEF assessment indicates that the school continues to be excelling at student engagement.

## Strategic Direction 3: Educational Planning and Collaborative Leadership

### Purpose

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To build a collaborative culture of continuous and measurable whole school educational improvement.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning
- Collaborative Leadership

### Resources allocated to this strategic direction

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**Professional learning:** \$62,890.93

### Summary of progress

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The strategic direction on Educational Planning and Distributed Leadership made further progress in 2022, with the development, implementation and evaluation of the Strategic Improvement Plan (SIP). Every faculties plan reflects the whole school SIP template and is responsible for the full cycle of its development and progress. This enabled distributed leadership across the school. In 2022, the High Potential Gifted Education (HPGE) team had a wide representation across the faculties. Each team member developed their own faculty goal and facilitated this goal throughout professional learning time. Most faculties worked towards their goal, however, not all faculties finished. Sharing of these professional learning sessions were provided through workshops in our last Staff Development Day Term 4 in 2022 to all staff. In 2023, the HPGE team will be modified. Sub-groups of the team have been developed based on interests and needs.

A range of professional learning opportunities have been provided to staff in all faculties in 2022. HSC High Leverage strategies were encouraged and promoted through executive meetings. Executive staff shared their experiences of those who had completed a cycle. Further encouragement was given to all faculties and nine staff completed at least one round of the professional learning. Feedback from those staff was positive and will continue to encourage further uptake in 2023 across more courses. The High Leverage strategies implemented in their senior courses have not yet shown student impact, another year of the High Leverage strategies needs to be implemented. Differentiation was a key focus in 2022 both for the HPGE team and whole staff professional learning. Reviewing models of differentiation, applying a range of evidence based strategies and reflecting on their impact. Further focus will be given to differentiation in teaching and learning in 2023 with an added layer of supporting our Twice Exceptional learners and developing thinking and learning skills in our students. In 2022, numerous staff attended professional learning at Selective School networks, reporting positive experiences. Five staff also completed the HPGE Leadership professional learning as a means of evaluation and future planning tool. Additionally, five staff completed the Celebrating Neurodiversity professional learning which will now be refined, modified and shared with all staff and parents. The DoE Differentiation Adjustment tool was compiled and shared with staff in 2022, including workshopping some of the adjustments in Term 4, 2022, so staff could gain a sense of adjustments in practice. Further work in this area is needed based on staff feedback. Each team member developed their own faculty goals and facilitated this goal throughout professional learning time. Most faculties worked towards their goal, however, not all faculties finished. Sharing of these professional learning sessions were provided through workshops in our last SDD Term 4 in 2022 to all staff. In 2023 the HPGE team will be modified. Sub-groups of the team have been developed based on interests and needs.

The HSIE faculty had a representative in the HPGE team and staff engaged in professional dialogue regarding the current curriculum and upcoming changes to HSIE subjects in the new curriculums which will be released in 2024 for implementation in 2025. The Languages faculty were not represented in the HPGE team at SHHS as minimal research could be located in 2021 regarding HPGE and Language, instead the faculty chose to explore alternatives and have attended the Selective Schools HPGE professional learning. Strategies discussed at the Professional Learning day were implemented in programs across Stage 4-6. Members from the Science faculty developed, designed and led professional learning to the school in HPGE and continued to embed authentic differentiated learning experiences into learning experiences. The Visual Arts, Music and PDHPE team identified areas in programs where enrichment needed to be improved. This was completed by using a faculty matrix. Further time to implement strategies in 2023 will allow the identified areas to be improved through the implementation of strategies which have been taught throughout 2019 to 2022.

The TAS faculty designed, developed and delivered guided professional learning across a range of identified models. The Williams, Kaplan and Maker models through Problem Based Learning resonated most strongly across the TAS faculty as a whole. With support from HPGE team members, the TAS staff were able to consolidate and strengthen their

understanding that many of their teaching and learning practices and classroom activities are reflective of the theories of the HPGE strategies suggested. Throughout 2022, the TAS staff engaged in collaborative sharing and reflection on the many positive changes and improvements made across all stages of learning which encompass the attributes of these HPGE philosophies. Continued energy will be required to formalise these improvements throughout Teaching and Learning documents into 2023. Collaboration was the vehicle that drove professional learning amongst TAS faculty members. The TAS faculty engaged in collaborative research and development of tools, technologies, processes in areas of digital technology, electronics and engineering. TAS staff members participated in research interviews into Artificial Intelligence in Education with a researcher at UOW. Once the research is completed and released TAS should have access to the potential uses of artificial intelligence in our processes/curriculum. The TAS staff continued to demonstrate shared efficacy towards teaching and learning that was underpinned by the sequential development of identified skills across the stages. Throughout 2022, TAS staff implemented, refined and often redesigned learning activities that were rigorous and challenging - including but not limited to the use of Illustrator, OnShape and Fusion 360 to drive technology and improve learning outcomes for all students.

The Mathematics faculty has always collaborated in an informal manner, having unplanned staffroom conversations as the need arises. In 2022, time was dedicated toward more formal collaboration during most faculty meetings, with the intention being that staff members would see different methods and be open to trying something new in their classrooms. Questions were posed regarding teaching methods and styles, with staff members contributing and discussing their thoughts, which opened the door for healthy debate regarding best practice.

The professional learning library was updated throughout 2022 and shared when necessary. The impact of this resource hub has not yet been evaluated. In 2023 the Library will be continually updated with a core focus of HPGE and Curriculum. A suite of video professional learning sessions will be provided through the hub to support staff in these areas. The website of resources to support student learning and study has been regularly accessed by the community in 2022. Support staff provided ongoing, timely feedback to all staff on student learning and wellbeing. This is evident in the curriculum adjustments made by staff in 2022. One example being engagement with the disability process, where staff actively enter information for in class assessments for the learning support team to access. Learning support and Wellbeing staff have successfully provided provisions for identified students in years 7 to 12.

The HSIE faculty plan required adjustment in 2022. Professional learning was implemented throughout 2022 to meet wellbeing and assessment demands. The HSIE staff were all at different stages of their teaching expertise, with an increased practice of having discussions about topics/assessment tasks and positive movement towards sharing of resources. The HSIE HPGE representative in concert with another representative of the HSIE faculty, worked closely on identifying opportunities for literacy to be implemented effectively across HSIE subjects.

The Languages faculty plan was a collaborative document that staff engaged with regularly, constructing evidence, aligned to the school process. Languages teachers are not focused on becoming leaders at this point, with their strong personal preference to be outstanding practitioners in their own classroom. Whilst leadership capacity may not have been enhanced, sharing of resources and collaborating on what works best continued to be a focus of the Languages faculty and staff were highly aware of the role they play in both student learning and how this relates to student wellbeing.

The Science staff worked collaboratively to develop the faculty plan and its links to the everyday practice that impacts on students in all facets of their schooling. By virtue of this process, teachers' goals were in alignment with the faculty plan. Due to the Strategic Improvement Plan focusing on excellence and attainment through quality teaching, assessment and feedback, HPGE, literacy, numeracy and student welfare, all three levels of strategic planning and professional learning were in alignment. Whilst none of the Science staff expressed an interest in executive roles they all acted as leaders within the faculty. Externally they relieved in executive roles when required, lead the SRC, coordinated and are advisors to year groups, as well as establishing, leading and/or participating in student clubs and school teams. They are leaders that constantly have a positive impact on the school, its students and the wider community.

For 2023, the Visual Arts staff will need adjustments to the plan to improve on the processes currently happening in the faculty. The Music staff will continue to work in the recording studio, however, the challenge will be on new staff members being upskilled to utilise the equipment to its full potential and capabilities. This will require time for the Music team to continue to collaborate. The PDHPE staff have continued to work towards their goals and document their evidence. As a result, they have found gaps in the development of programs and meeting outcomes in the Stage 4 and 5 syllabus. This will continue to be reviewed through evaluating programs and mapping courses in the mapping document.

The Teaching and Learning Head Teacher regularly reviewed all Faculty Excellence Plans and communicated with faculty head teachers regarding the professional learning they required to achieve their activities. A summary of professional learning was provided to the school executive in 2022 to assist in their plans. Upon improvement of this plan, a more detailed and mapped professional learning plan will be developed for 2023 which aligns SIP/FEP/Curriculum Reform/PDP/Admin time across the year to support executive effectively allocate time. Teaching and Learning focus in professional learning, executive and staff meeting times has been to share, collaborate and strengthen our reflective practice skills. Through planned professional learning, executive were given the opportunity to share assessment tasks and be provided a range of tools to collaborate and reflect. This practice continued through guided questioning and cross faculty group sharing in whole staff meeting time. This sharing across faculties has

continued to strengthen professional relationships, pedagogy and experience. The Teaching and Learning Head Teacher and wellbeing staff undertook regular reviews of and feedback on SIP activities. This was a key focus of Faculty Meetings in 2022. Each member of staff was actively involved in achieving SIP targets that supported students and were relevant to their expertise. Evidence has been collected for each activity, and annotated by the team, supported by the Head Teacher of each faculty. This process was embedded with the teams Performance and Development Plan (PDP) goals, and simplified the PDP process as the discussion about these goals occurred regularly as a part of faculty meetings. Learning Support and Wellbeing staff have sought to continually refine their processes of communication. An example of this was further refinement of the students of Note Tab, including the addition of name preference and time out card tabs. This change has meant teachers have simpler access to student information. Further changes will be implemented in 2023 with the Wellbeing Roundup updated as a part of each LST meeting.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>85% of teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice, including the professional learning needs of each teacher within their faculty.</li> </ul>	<p>All faculties across the school are participating and engaging in collaborative professional learning that seeks to improve teaching and learning in the classroom. At least 90% of teachers were involved in the progression of observations of classroom teaching practice, feedback and implementation of improvement strategies. A more targeted survey will need to be utilised in 2023 in order to ascertain and measure engagement rather than administrative participation.</p>
<ul style="list-style-type: none"> <li>85% of teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</li> </ul>	<p>This measure formed part of discussion during PDP meetings. Superficially, the school met its target of at least 85% of staff striving to improve their performance and being successful in a number of their goals. Evidence pertaining to the achievement of these individual, faculty and school goals were referenced and cited in teacher reports.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,580.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Smiths Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to build teacher capacity around curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement in literacy skills for the 36 students targeted for an intensive withdrawal Literacy program over a semester. Students significantly improved their reading scores and reported greater confidence throughout the implementation of the weekly program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identify students in need of literacy and numeracy support and continue to implement targeted programs to build confidence and mastery of skills. Employ and provide a Numeracy Learning Support team member and an Engagement team member of the Wellbeing Hub.</p>
<p>Professional learning</p> <p>\$62,890.93</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Smiths Hill High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• HSC High Leverage Strategies was encouraged and promoted through executive meetings. Further encouragement was given to all faculties and 9 staff completed at least one round of the PL.</li> <li>• Differentiation was a key focus in 2022 both for the HPGE team and whole staff PL.</li> </ul> <p>In 2022, A range of staff attended PL at Selective School networks in which they reported as a positive experience. 5 staff also completed the HPGE Leadership PL as a means of evaluation and future planning tool. 5 Staff completed the Celebrating Neurodiversity PL which will now be refined / modified and shared with all staff and parents.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Feedback from those staff was positive and will continue to encourage further uptake in 2023 across more courses. Programs across all KLAs had evidence of differentiation, HPGE and High Leverage strategies. These strategies implemented in their courses have not yet shown student impact through HSC results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the High Leverage strategies in 2023. Professional Learning to support HPGE strategies and new curriculum transition. Reviewing models of differentiation, applying a range of evidence based strategies and reflecting on their impact. Further focus will be given to differentiation in teaching learning in 2023 with an added layer of supporting</p>

Professional learning \$62,890.93	our 2E Learners and Developing Thinking and Learning skills in our students.
Socio-economic background \$9,973.94	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Smiths Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of external providers to support students with additional learning needs</li> <li>• professional development of staff through staff meetings and school systems to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  A total of 15% of the student population has a learning support hub plan or an IEP. This supports the case management of students with disabilities and students with a spectrum of wellbeing and learning disorders. There has been increased attendance of students in the Hub seeking assistance and support for their academic and socio-emotional needs. In 2022 Tell Them from Me data showed that students in Year 7 felt a strong sense of belonging and connection to school. These two measures were listed in the top 20 schools in NSW. SHHS was the only selective high school represented in this group.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The continuation of wellbeing programs and enhancement of the Wellbeing Hub as a safe space to support our most vulnerable students.</p>
Aboriginal background \$3,788.73	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Smiths Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Increased engagement and understanding of Aboriginal culture and history. A significant celebration of NAIDOC week with Aboriginal elder's involvement and Aboriginal student led activities that enhanced sense of community. Art led and produced by Aboriginal students including the creation of a senior jacket.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued consultation with the Aboriginal students and community to foster and facilitate self directed work in this area. A selective schools Aboriginal student camp.</p>
Low level adjustment for disability \$83,000.00	Low level adjustment for disability equity loading provides support for students at Smiths Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to

<p>Low level adjustment for disability</p> <p>\$83,000.00</p>	<p>their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in Individual Learning Plans and Disability Provisions</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, 33 new IEPs were developed, 30 different students accessed Disability Provisions, 78 Learning Hub plans were created and there was a large increase in Wellbeing Hub visits. Teachers were supported by Wellbeing Hub staff in developing lessons and assessment tasks with adjustments for students with disabilities. Wellbeing Hub staff were employed throughout different classrooms in the school to support the learning and wellbeing of students, leading to insitu adjustments and the implementation of plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The enhancement of the delivery of Wellbeing and Learning Support initiatives through the Hub, in collaboration with classroom teachers and in one on one support of learning and wellbeing with students.</p>
<p>COVID ILSP</p> <p>\$34,476.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in numeracy.</li> <li>• providing intensive small group tuition for identified students who required learning support in numeracy</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Decreased anxiety related to mathematics. Enhanced engagement in mathematics. Data collection demonstrated evidence of increased confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the program in mathematics and extension into EnRiched Literacy program. Continued withdrawal of students to receive support in small group settings.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Smiths Hill High School</p>

Student support officer (SSO)

\$96,058.00

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- implementation of the EnRICH program, specifically "Lighthouse".
- supporting students from low socio-economic backgrounds to access grants and scholarships.

**The allocation of this funding has resulted in the following impact:**

A significant increase in self referred engagement with the SSO. Numerous students have received community based scholarships and funding to support learning and out of home independent living. A decrease in anxiety associated with assessment burn out through targeted strategies and acting as a conduit to get help and support for these students. The launching of the Lighthouse initiative to facilitate student support of peers who are experiencing problems associated with their mental health.

**After evaluation, the next steps to support our students will be:**

Promotion and expansion of the Lighthouse initiative. Building increased student awareness of the role of the SSO.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	416	401	399	405
Girls	314	327	326	320

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.8	96.2	95.1	91.7
8	95.4	96.2	94.5	87.9
9	95.3	94.8	94.5	89.4
10	94.1	95.0	92.1	89.2
11	93.6	95.0	92.2	91.1
12	93.9	94.4	91.3	89.3
All Years	94.8	95.3	93.2	89.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	2	1
Employment	N/A	N/A	N/A
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	87
Other	N/A	1	2
Unknown	N/A	N/A	10

## Year 12 students undertaking vocational or trade training

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0.80% of Year 12 students at Smiths Hill High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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99.2% of all Year 12 students at Smiths Hill High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	10.68
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2022 Staff Professional Learning opportunities were provided to all staff in a variety of ways. These opportunities were developed as a result of individual Performance and Development Plans and whole school priorities identified in the current Strategic Improvement Plan (SIP). All professional learning aligned to the National Teaching Standards and the

schools three strategic directions of the SIP to ensure all staff were working towards maintaining their accreditation and achieving school and individual goals.

The seven newly appointed staff were supported through the SHHS Induction Program which aims to transition new staff to the school effectively and cater to their individual needs. In conjunction with this, the one beginning teacher was supported through the Induction Program with an experienced mentoring teacher and the supervisor of their faculty. This is an ongoing program where new staff and beginning teachers reported feeling more connected and had a greater understanding of school processes as a result of the mentoring.

All teaching and non-teaching staff participated in mandatory training according to WHS guidelines, staff were tracked using SCOUT data to ensure compliance across the school was met.

All teaching staff participated in extensive professional learning throughout the year which focused on High Potential and Gifted Education (HPGE) policy implementation and Curriculum development. Through collaborative and reflective practice teaching staff worked in cross faculty groups to reflect on differentiation and adjustments of High Potential and Gifted students. The first SDD focused on Curriculum and Wellbeing this included; HSC attainment and Data analysis, HSC monitoring and Faculty Excellence Plans and external presentation on Trauma Informed Training, which continued in our SDD Term 4. In Term 2, all teaching staff attended the half day Curriculum Network professional learning where colleagues from across the region engaged in professional dialogue with teachers from like subjects. With many new syllabus in faculties the key focus was syllabus implementation and programming resources. The second part of the day focused on faculty initiatives in HPGE. The last SDD's provided staff the opportunity to engage with their colleagues in High Potential and Gifted Education through collaboration and professional discussions and given a choice of workshops to attend. Staff were able to engage in their most appropriate workshops based on their interest and need.

In 2022, all pre-2004 teachers were required to submit their maintenance cycle of Accreditation at Proficient level through NESAs. Maintaining accreditation requires teachers to continue to meet the Australian Professional Standards for Teachers (the Standards) at the Proficient Teacher career stage. Teachers were provided the professional learning and support needed to understand, access and reflect on the Teaching Standards and their practice.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,493,755
<b>Revenue</b>	9,228,443
Appropriation	8,812,156
Sale of Goods and Services	24,980
Grants and contributions	379,524
Investment income	11,784
<b>Expenses</b>	-8,997,127
Employee related	-7,884,073
Operating expenses	-1,113,054
<b>Surplus / deficit for the year</b>	231,316
<b>Closing Balance</b>	1,725,071

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	122,580
<b>Equity Total</b>	96,645
Equity - Aboriginal	3,789
Equity - Socio-economic	9,974
Equity - Language	0
Equity - Disability	82,882
<b>Base Total</b>	7,676,248
Base - Per Capita	183,193
Base - Location	0
Base - Other	7,493,056
<b>Other Total</b>	634,783
<b>Grand Total</b>	8,530,256

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

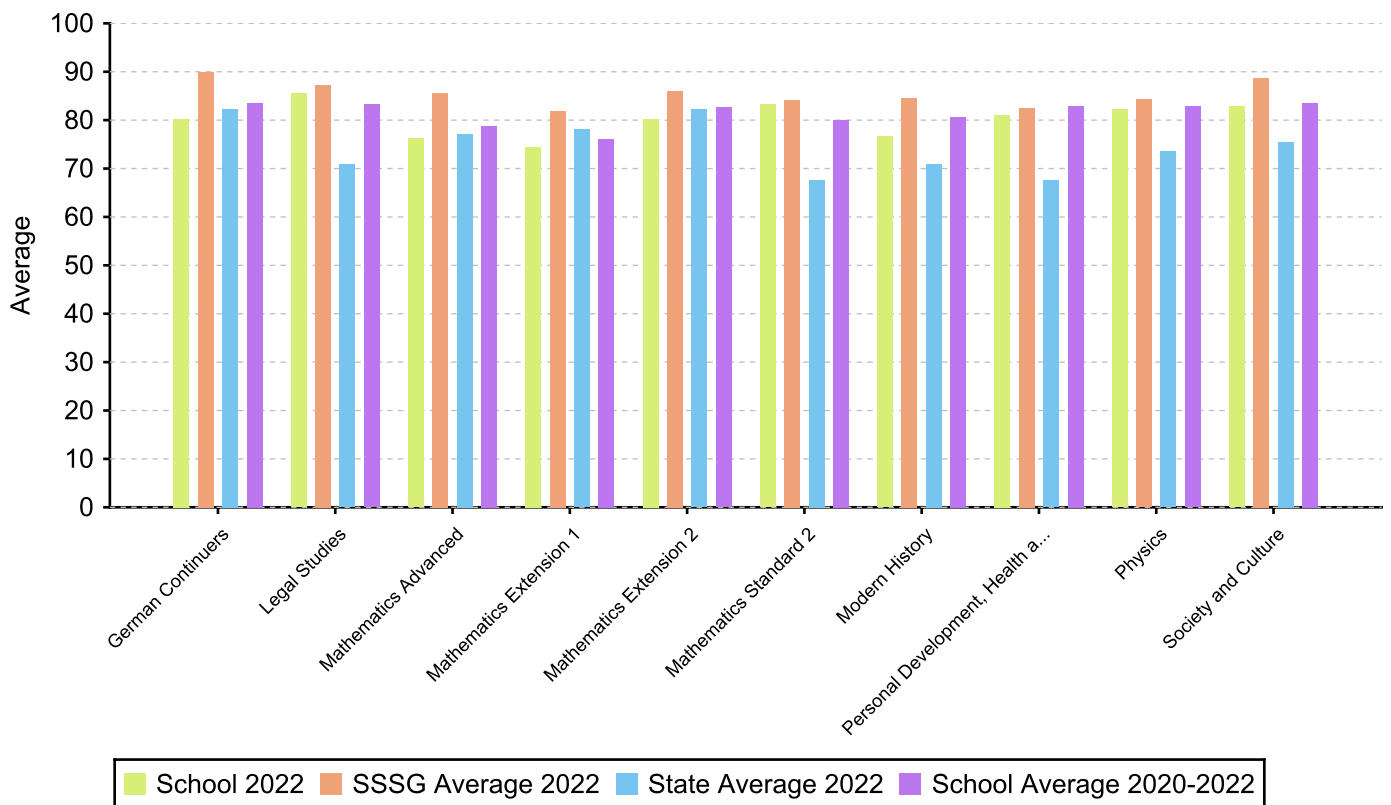
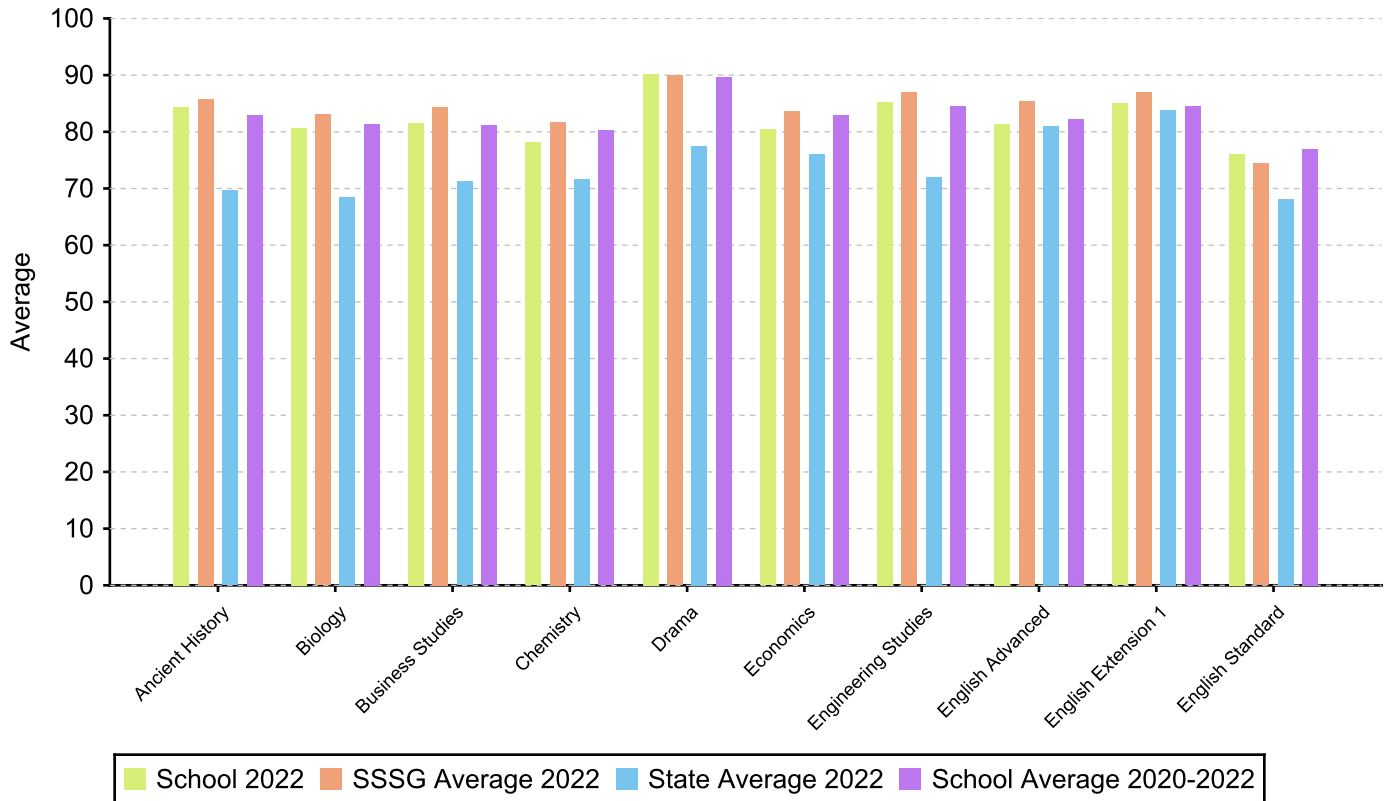
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.





<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	84.4	85.8	69.6	83.0
Biology	80.7	83.1	68.5	81.3
Business Studies	81.6	84.4	71.2	81.1
Chemistry	78.1	81.7	71.7	80.2
Drama	90.2	89.9	77.5	89.7
Economics	80.4	83.6	76.0	82.9
Engineering Studies	85.3	87.0	72.0	84.5
English Advanced	81.4	85.5	81.0	82.3
English Extension 1	85.0	87.1	83.9	84.5
English Standard	76.1	74.4	68.1	77.0
German Continuers	80.2	90.0	82.3	83.6
Legal Studies	85.5	87.2	70.8	83.2
Mathematics Advanced	76.2	85.6	77.1	78.8
Mathematics Extension 1	74.4	81.9	78.0	76.1
Mathematics Extension 2	80.2	86.0	82.2	82.6
Mathematics Standard 2	83.2	84.2	67.6	80.1
Modern History	76.6	84.6	70.9	80.7
Personal Development, Health and Physical Education	81.1	82.5	67.5	82.9
Physics	82.2	84.3	73.5	82.9
Society and Culture	82.8	88.7	75.5	83.5

# Parent/caregiver, student, teacher satisfaction

## Parent Satisfaction:

Primarily the gathering of data for Parent satisfaction was taken from the Tell Them from Me Data. There was a pleasing increase in the number of respondents in 2022 from 111 (2021) to 142. In 2022 there was evidence of above state mean results in all but a few measures in the survey. There was an increase in the comparative results to 2021 in each measure other than **'Parents supporting learning at home'**. This reflects an improvement in parent satisfaction in the 12-month period across a range of areas. Whilst this indicates some level of satisfaction in these areas the quantitative nature of this data does not provide the necessary detail to outline the true level of satisfaction amongst parents.

One of the strongest indicators of parent satisfaction is found in the data for **'I would recommend my child's high school to parents of primary school students'** with 93% of parents agreeing or strongly agreeing with this statement. In addition, 99% of parents indicated likewise for **'The high school has a good reputation in the local community'**. The level of satisfaction with **'High School Communication Satisfaction'** was exceptionally high with 87% of parents agreeing or strongly agreeing that they are **'satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.)'**.

There are areas that require further investigation for example 21% of parents feel the **'school does not provide enough resources for at home learning'**. The qualitative data gathered from open ended questioning, whilst primarily positive, does indicate that parents would like to be able to engage more in the school community and offer their services and expertise across a range of areas. Parents are aware that Covid prevented this in the past but are encouraging the school to consider ways to engage their expertise across a range of areas.

**Student Satisfaction:** 558 students completed the Tell Them from Me Survey in 2022.

71% of our students indicated that they had a positive sense of belonging which was 5% above the state average. In terms of Institutional Engagement our students are well above state average with positive attendance and behaviours at school. Alternatively, our students continue to indicate that they are well below state average in **'valuing schooling outcomes'** and this requires further investigation for clarification of meaning. In regard to factors that are associated with Student Engagement SHHS students were above state average in all areas of **Quality Instruction, Positive Teacher relationships, Positive Learning Climate and Expectations for Success**.

Some notable statistics include:

- 63% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 42%.
- 13% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 40%.
- 1% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.
- 58% of students strongly agree or agreed that they were proud of their school.
- Whilst the results overall and in comparison to state averages continue to be positive, there was a decline in almost all areas from the 2021 data. Reasoning for this is unknown from this data and requires further consideration and exploration. Social Emotional Outcomes requires the most investigation. Year 7 and 8 students are below state average in regard to **intellectual engagement and finding learning interesting, enjoyable, and relevant**.

## Teacher Satisfaction:

People Matter Survey: 13% of staff completed the People Matters Survey which was a decrease in participants from 2021. Consideration to providing time for completion of this survey is required.

Some notable improvements that demonstrate teacher satisfaction are:

- My manager communicates effectively with me - 81.8% with a 8.1ppts increase from 2021
- My manager provides recognition for the work I do - 81.8% with a 15.2ppts increase from 2021
- My manager encourages and values employee input - 72.7% with a 14.8ppts increase from 2021
- My manager communicates effectively with me - 81.8% with a 8.1ppts increase from 2021
- My manager provides recognition for the work I do - 81.8 with a 8.1ppts increase from 2021

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.